WEBSTER COUNTY SCHOOLS
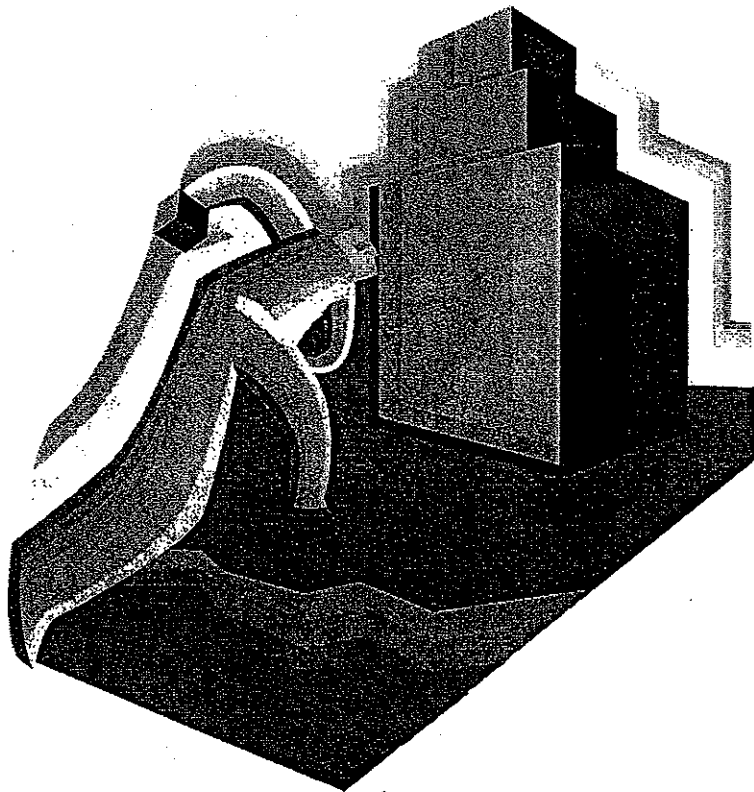
Certified Personnel Evaluation Plan

Teachers

Library Media Specialists

Counselors

Administrators

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CERTIFIED PERSONNEL EVALUATON PLAN

Webster County   **270-639-5083**
Name of District   *Telephone*

128 St. Rt. 1340   **Dixon, KY**   **42456**
Street Address   *City and State*   *Zip Code*

Dr. James A Kemp
Superintendent

Ms. Rachel Yarbrough   **Assistant Superintendent**
Evaluation Contact Person   *Position*

Evaluation Plan Committee Members and their position titles:

Cheryl Vaughn	Teacher
Heather VanWinkle	Teacher
Sue Shouse	Teacher
Cindy Stubblefield	Teacher
Amy Hill	Teacher
Marty Edwards	Teacher
Theresa McClain	Administrator
Carolyn Sholar	Administrator
Kim Saalwaechter	Administrator
Jeanette Smith	Administrator
Georgiann McCord	Administrator
Rachel Yarbrough	Administrator

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The ____Webster County____ School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
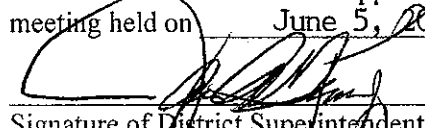
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.
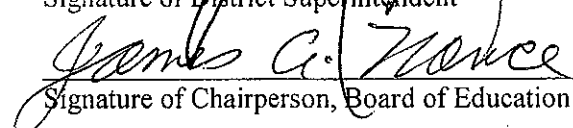
The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on ____June 5, 2006____.

_____   ____6/5/6____
Signature of District Superintendent   Date

_____   ____6/05/06____
Signature of Chairperson, Board of Education   Date

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PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL
16 KAR 1:020

Section 1.   **Certified personnel in the Commonwealth:**

(1)   Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2)   Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3)   Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

    (a)   **To Students:**

    1.   Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator;

    2.   Shall respect the constitutional rights of all students;

    3.   Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

    4.   Shall not use professional relationships or authority with students for personal advantage;

    5.   Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law:

    6.   Shall not knowingly make false or malicious statements about students or colleagues;

    7.   Shall refrain from subjecting students to embarrassment or disparagement;

    8.   Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

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Glossary of Evaluation Terms and Definitions
From
Statute

(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) ©.

administrator: is any person who devotes the majority of his/her employed time to service in a **position for which administration certification is required** by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Department of Education.

evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Evaluation System Procedures
(704 KAR 3:345—Evaluation Guidelines)

The Webster County School District has flexibility in format of evaluation documentation.

Section 1. (3)"Evaluation" means (a) the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning...based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance, product or performance: and (b) the establishment and monitoring of a professional growth plan.

The evaluation plan must be developed in the following manner:

Section 4 (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

Purposes of the evaluation plan include:

Section 4 (1) The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

Who is authorized to evaluate?

Section 4 (2) (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by a teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of a third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluate. A teacher who exercises this option shall do so, in writing to the evaluator, not later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluate have not agreed upon the selection of the third party observer within five (5) working days of the teachers' written request, the evaluator shall select the third part observer.

Other evaluation procedures:

Section 4 (2) (b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the superintendent by the local board of education shall included provisions for assistance for professional growth (KRS 156.111).

(e) The evaluation shall include formative evaluation conference between the evaluator and the evaluate within one (1) workweek following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each non-tenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in the summative evaluation of the intern.

(g) Multiple observations shall be conducted with tenured, certified employees whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through four (4) years	more than four (4) years
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.		
FORMATIVE PHASE (data collection)		
Initial Conference and Pre-conference(s) (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	**Pre-conference(s)** (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	**Pre-conference(s)** (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
Formative Observations *1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use KTIP Form *More observations may occur when results are unsatisfactory	**Formative Observations** *1. minimum of two (2) per year when results are satisfactory. 2. prior to each formative conference *More observations shall occur when results are unsatisfactory	**Formative Observations** *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. prior to each formative conference *Multiple observations shall occur when results are unsatisfactory
Formative Conferences (post) *1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports *More conferences may occur when observation results are unsatisfactory	**Formative Conferences (post)** *1. minimum of two (2) per year 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *More conferences shall occur when observation results are unsatisfactory	**Formative Conferences (post)** *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *Multiple conferences shall occur when observation results are unsatisfactory
SUMMATIVE PHASE (decision-making)		
Summative Conference (post) 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan	**Summative Conference (post)** 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan	**Summative Conference (post)** 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan
Summative Evaluation 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision	**Summative Evaluation** 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	**Summative Evaluation** 1. minimum of one (1) every (3) three-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
District teacher personnel files *shall contain*: 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Intern records maintained according to KTIP (16 KAR 7:010). District teacher personnel files *should contain*: (suggested best practice) 1. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually).		
Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.		
Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.		

Instructions for Completing
the
Individual Professional Growth Plan For *Enrichment*

This plan is to be completed by the employee with the assistance from the immediate supervisor.

1. **Needs Assessment**
   The professional growth plan should align with the comprehensive school improvement plan, the evaluation standards or other evaluation data. Determine the reason _why_ or the identified need for developing the plan. Does your growth plan goal(s) align with one of the goals or objectives in the comprehensive school improvement plan?

2. **Present Professional Development Stage**
   (Select one of the following professional development stages which matches your personal stage of growth.)

   > O = Orientation/Awareness
   > A = Preparation/Application
   > I = Implementation/Management
   > R = Refinement/Impact

3. **Growth Objective(s) Goal(s)**
   Identify the specific goal(s) or objective(s) you plan to develop. For example: to incorporate measurable performance-based assessment in school/district curriculum, or to utilize computer software/technologies for routine administrative functions. It is also appropriate to review your evaluation for any identified professional growth needs.

4. **Procedures and Activities for Achieving Goal(s) and Objective(s)**
   List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; participating in effective instructional leadership programs; soliciting input from a peer/colleague who has mastered the goal or objective; enrolling in a seminar; collaborating with other support personnel, etc.

5. **Target Dates for Completion**
   Identify the date you plan to accomplish your goal/objective.

STAGES OF DEVELOPMENT RELATED TO OUTCOMES AND PROFESSIONAL DEVELOPMENT STRATEGIES

Stages of Professional Development	Desired Practitioner Outcomes for training	Appropriate Training Strategies and Staff Development for Maximum Growth
1. Orientation/Awareness Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	*Be able to describe the general characteristics of the program and the requirements for use. *Analyze his/her role in the program based upon program characteristics and requirements and the program's demand on the user and the school. *Be able to identify the knowledge/skills needed for program implementation.	* Provide information on key concept. *Address personal concerns. *Present exemplars and non-exemplars. *Define competencies and requirements to implement program. *Provide opportunities for exploration.
2. Preparation/Application Stage at which practitioner develop the skills and processes to begin program implementation.	*Develop the knowledge and skills needed for initial implementation of the program. *Identify the logistical requirements, necessary resources, and training for initial use of the programs. *Analyze existing resources to determine resources which need to be ordered. *Organize activities, events, and resources for initial use of the program.	*Model skills and processes. *Simulate tasks and processes. *Provide coaching and feedback. *Observation of exemplary programs.
3. Implementation/Management Stage at which practitioners learn to master the required tasks for implementation.	*Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program. *Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student. * Make appropriate adaptations/modifications in program needed to address local managerial and/or logistical issues. *Develop a knowledge of long term requirements for the use of the program.	*Mentoring *Technical Assistance *Coaching *Neworking of Resources *Visitation of successful programs in operation.
4. Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	*Analyze cognitive and effective effects of program on students. *Develops immediate and long range plans which address possible/needed changes in the program to enhance student outcomes.	*Networking with consultants and other practitioners operating at impact range. *Regional and national sharing conferences. *Serving as training facilitators to other programs.

INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR *ASSISTANCE*

SCHOOL YEAR _____   EMPLOYEE'S NAME _____   WORK SITE _____   DATE _____

<u>STANDARD</u>   <u>PRESENT DEVELOPMENT STAGE</u>   <u>NEEDS ASSESSMENT</u>

<u>GROWTH OBJECTIVES/DESIRED OUTCOMES</u>

<u>PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES</u>   <u>IMPLEMENTATION DATE</u>

Employee's Comments _____
Supervisor's Comments _____

Date of Review _____   Achieved _____ Revised _____ Continued _____

Employee's Signature _____   Supervisor's Signature _____

I understand that in the event this assistance growth plan is deemed unsuccessful by my primary evaluator an intensive assistance professional growth plan will be implemented with the help of an assistance team as explained in the district certified evaluation plan.

INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR *INTENSIVE ASSISTANCE*

SCHOOL YEAR_____   EMPLOYEE'S NAME_____   WORK SITE_____   DATE_____

STANDARD   **PRESENT DEVELOPMENT STAGE**   **NEEDS ASSESSMENT**

GROWTH OBJECTIVES/DESIRED OUTCOMES

PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES   **IMPLEMENTATION DATE**

Employee's Comments _____
Supervisor's Comments _____

Date of Review_____   _____ Achieved   _____ Revised   _____ Continued

Employee's Signature _____   Supervisor's Signature _____
Assistance Team Member Signature _____   Assistance Team Member Signature _____

*I understand that in the event this intensive assistance growth plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Webster County School District could be affected.

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INTENSIVE ASSISTANCE TEAM LOG OF ACTIVITIES

Employee _____

Date of Meeting _____

Persons Present:

_____

_____

_____

Summary of Meeting:

Recommendations:

Next Meeting: _____

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Certified Teachers

Evaluation Standards & Forms

TEACHERS
EVALUATION STANDARDS FOR PERFORMANCE CRITERIA

Evaluation Standards for Teachers

1. **Demonstrates Professional Leadership**
   The teacher provides professional leadership within the school, community, and Education profession to improve student learning and well being.
2. **Demonstrates Knowledge of Content**
   The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.
3. **Designs/Plans Instruction**
   The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. **Creates/Maintains Learning Climate**
   The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. **Implements/Manages Instruction**
   The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals become responsible team members, think and solve problems, and integrate knowledge.
6. **Assesses and Communicates Learning Results**
   The teacher assesses and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. **Reflects/Evaluates Teaching/Learning**
   The teacher reflects on and evaluates teaching/learning.
8. **Collaborates with Colleagues/Parents/Others**
   The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. **Engages in Professional Development**
   The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
10. **Demonstrates Implementation of Technology**
    The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

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Standard 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

4.2 Maintains positive classroom behavioral interaction by establishing appropriate expectations during group activities.

4.3 Shows consistent sensitivity to individuals and responds to students objectively.

4.4 Shows flexibility and creativity in the development o classroom processes and instructional procedures.

4.5 Locates and organizes materials and equipment to create and enriched multimedia environment.

4.6 Encourages and supports individual and group inquiry.

4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.

4.9 Works with colleagues to develop an effective learning climate within the school.

4.10 Manages disruptive behavior constructively. while maintaining instructional momentum.

Standard 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Communicates specific goals and high expectations for learning.

5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.

5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.

5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.

5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.

5.6 Stimulates students to reflect on their own ideas and those of others.

5.7 Uses appropriate questioning strategies to help students solve problems and think critically.

5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.

5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.

5.11 Makes effective use of media and technologies.

5.12 Makes efficient use of physical and human resources and time.

5.13 Provides opportunities for students to use and practice what is learned.

5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assess and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

6.1 Selects and uses appropriate assessments.

6.2 Makes appropriate provisions for assessment processes and address social, cultural, and physical diversity.

6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.

6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

WEBSTER COUNTY SCHOOLS PRE-OBSERVATION

Demographic Information:

Name:_____ Date:_____ Lesson Length:_____

School:_____ Age/Grade Level:_____ # of Students:_____

Subject:_____ Topic:_____ # of IEP Students:____

Actions – Prepared prior to observation

Objectives – Clearly state your broad goals and specific objectives for learning (e.g., concepts, procedures, skills, etc., you want students to learn).

Connections – Explain how your objectives relate to Kentucky Core Content.

Context – Clearly describe how these objectives and this lesson relate to your broad goals for teaching about the topic. Explain what you have done previously as it relates to this lesson.

Materials/Technology - List materials and technology which will be used during the lesson. Attach print material to be used with students.

Procedures – Describe the strategies and activities you will use to involve students and accomplish your objectives.

Student Assessment – Clearly state how you will assess student progress. Attach written assessment measures used in relation to the lesson.

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Webster County Schools
Formative Evaluation Forms for Teachers

Evaluatee:_____ **Grade**_____ **Content Area**_____

Evaluator:_____ **Position**_____

Date of Conference:_____ **School**_____

Meets Standards (Consistent Evidence of standard descriptors)   IN-Improvement Needed (Infrequent evidence of standard descriptors)

NS-Not Satisfactory (Standard descriptors are not evident)

Standard 1: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 3: Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

SUMMATIVE EVALUATION FOR **TENURED** TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School_____

Date(s) of Observations   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conferences   1st _____   2nd _____   3rd _____   4th _____

Ratings:

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Demonstrates Professional Leadership	_____	_____	_____
2. Demonstrates Knowledge of Content	_____	_____	_____
3. Designs/Plans Instruction	_____	_____	_____
4.Creates/Maintains Learning Climate	_____	_____	_____
5. Implements/Manages Instruction	_____	_____	_____
6. Assesses and Communicates Learning Results	_____	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____
10. Demonstrates Implementation of Technology	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____   7. _____   8. _____   9. _____   10. _____

Evaluatee's Comments: _____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: ____ Agree with this summative evaluation _____
         ____ Disagree with this summative evaluation   Signature   Date

Evaluator: _____
                                          Signature   Date

Opportunities for appeal process at both the local and state levels are a part of Webster District evaluation plan.

Employment Recommendation to Central Office:

_____ To Reemploy   _____ Not to Reemploy

SUMMATIVE EVALUATION FOR **NON-TENURED** TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observations   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conferences   1st _____   2nd _____   3rd _____   4th _____

Ratings:

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Demonstrates Professional Leadership	____	____	____
2. Demonstrates Knowledge of Content	____	____	____
3. Designs/Plans Instruction	____	____	____
4. Creates/Maintains Learning Climate	____	____	____
5. Implements/Manages Instruction	____	____	____
6. Assesses and Communicates Learning Results	____	____	____
7. Reflects/Evaluates Teaching/Learning	____	____	____
8. Collaborates with Colleagues/Parents/Others	____	____	____
9. Engages in Professional Development	____	____	____
10. Demonstrates Implementation of Technology	____	____	____
Overall Rating	____	____	____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments: _____

_____

_____

_____

Evaluator's Comments: _____

_____

_____

_____

<u>To be signed after all information above has been completed and discussed:</u>

Evaluatee: ____ Agree with this summative evaluation _____

                     ____ Disagree with this summative evaluation   Signature   Date

Evaluator: _____

                                                    Signature   Date

Opportunities for appeal process at both the local and state levels are a part of Webster District evaluation plan.

Library Media Specialists

Evaluation Standards & Forms

LIBRARY MEDIA SPECIALISTS
EVALUATION STANDARDS AND PERFORMANCE CRITERIA

Standard 1: Demonstrates Proficiency as Administrator of Library Media Program

1.1 Build positive relationships within and between school and community.

1.2 Plans long-range goals of the Library Media Program with faculty, administration, and students.

1.3 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.

1.4 Administers the budget according to the goals and objectives of the program.

1.5 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.

1.6 Develops Library Media Program policies, e. g. materials selection, collection development, circulation, challenged materials, copyright, and technology.

1.7 Administers a Library Media Program that utilizes flexible access.

1.8 Develops plans for maintaining a technologically current facility and program.

1.9 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards.

1.10 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.

1.11 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.

1.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.

1.13 Is responsible for the proper use of the facility, materials, and equipment.

1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.

1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.

1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.

1.17 Keeps automated catalog current utilizing authority control.

1.18 Maintains statistical records and shelf list needed to verify collection of the Library Media Center holdings.

1.19 Makes general repairs, weeds collection, and takes annual inventory.

1.20 Makes the Library Media Center and its resources accessible to students and faculty.

1.21 Facilitates the circulation of materials among schools in the district or with other agencies.

1.22 Provides the resources and promotes recreations reading for the school community.

1.23 Follows the school's policies and procedures.

1.24 Promotes compliance with the copyright law.

1.25 Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.

1.26 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis -- identifying strengths and weaknesses.

Webster County Schools
Formative Evaluation Forms for
Library Media Specialists

Observee:_____

Observer:_____

Date:_____

Position_____

School_____

MS-Meets Standards (Consistent evidence of standard descriptors)   IN--Improvement Needed (Infrequent evidence of standard descriptors)

NS--Not Satisfactory (Standard descriptors are not evident)

Standard 1: Demonstrates Proficiency as Administrator of Library Media Program

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 2: Library Media Specialist Demonstrates Proficiency as Teacher

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 3: Library Media Specialist Demonstrates Proficiency as Instructional Partner

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 4: Library Media Specialist Demonstrates Proficiency as Information Specialist

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

_____Library Media Specialist requests additional observation

_____   _____
Evaluatee Signature and Date   Evaluator Signature and Date

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SUMMATIVE EVALUATION FOR **TENURED** LIBRARY MEDIA SPECIALISTS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School_____

Date(s) of Observations   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conferences   1st_____   2nd_____   3rd_____   4th_____

Ratings:

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Demonstrates Proficiency as Administrator of Library Media Program	_____	_____	_____
2. Library Media Specialist Demonstrates Proficiency as Teacher	_____	_____	_____
3. Library Media Specialist Demonstrates Proficiency as Instructional Partner	_____	_____	_____
4. Library Media Specialist Demonstrates Proficiency as Information Specialist	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:
1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's Comments: _____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

To be signed after all information above has been completed and discussed:
Evaluatee: ____ Agree with this summative evaluation_____
       ____ Disagree with this summative evaluation   Signature   Date

Evaluator: _____
                                 Signature   Date
Opportunities for appeal process at both the local and state levels are a part of Webster District evaluation plan.

Employment Recommendation to Central Office:

____ To Reemploy   ____ Not To Reemploy

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and local district plan.

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SUMMATIVE EVALUATION FOR **NON-TENURED** LIBRARY MEDIA SPECIALISTS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observations   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conferences   1st _____   2nd _____   3rd _____   4th _____

Ratings:

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Demonstrates Proficiency as Administrator of Library Media Program	_____	_____	_____
2. Library Media Specialist Demonstrates Proficiency as Teacher	_____	_____	_____
3. Library Media Specialist Demonstrates Proficiency as Instructional Partner	_____	_____	_____
4. Library Media Specialist Demonstrates Proficiency as Information Specialist	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's Comments: _____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: ___ Agree with this summative evaluation _____
            ___ Disagree with this summative evaluation   Signature   Date

Evaluator: _____
                                                               Signature   Date

Opportunities for appeal process at both the local and state levels are a part of Webster District evaluation plan.

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Counselors

Evaluation Standards & Forms

COUNSELORS
EVALUATION STANDARDS AND PERFORMANCE CRITERIA

Standard 1: Program Management, Research, and Evaluation
The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

1.1   Builds positive relationships within and between school and community.
1.2   Define needs and priorities.
1.3   Determine objectives.
1.4   Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
1.5   Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.6   Evaluate the program to assure its contribution to the school's mission and goals.
1.7   Use information systems and technology.

Standard 2: Developmental Guidance Curriculum
The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self sufficiency and responsible group membership.

2.1   Assess the developmental need of students.
2.2   Address academic expectations and school-to-work initiatives.
2.3   Prepare students for successful transitions.
2.4   Evaluate the results of the curriculum's impact.
2.5   Modify the curriculum as needed to continually meet the needs of students.
2.6   Guide individuals and groups of students through the development of educational and career plans.
2.7   Provide guidance for maximizing personal growth and development.
2.8   Teach the school developmental guidance curriculum.
2.9   Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling
The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

3.1   Provide a safe, confidential setting in which students present their needs and concerns.
3.2   Promote wellness.
3.3   Respond to crisis.
3.4   Communicate empathy and understanding.
3.5   Utilize a broad range of techniques and accepted theories appropriate to school counseling.
3.6   Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.7   Intervene in problem/conflict situations and conduct follow-up sessions.
3.8   Respect and nurture the uniqueness of each student.
3.9   Mediate classroom and student conflict.
3.10   Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration
The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

4.1   Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
4.2   Interpret relevant information concerning the developmental needs of students.
4.3   Reduce barriers to student learning through direct referred services.

Webster County Schools
Formative Evaluation Forms for Counselors

Observee:_____

Observer:_____   **Position**_____

Date:_____   **School**_____

Meets Standards (Consistent evidence in standard descriptors)   IN-Improvement Needed (Infrequent evidence of standard descriptors)

NS--Not Satisfactory (Standard descriptors are not evident)

Standard 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 3: Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 4: Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

SUMMATIVE EVALUATION FOR COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School_____

Date(s) of Observations   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conferences   1st_____   2nd_____   3rd_____   4th_____

Ratings:

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Program, Management, Research, and Evaluation	_____	_____	_____
2. Developmental Guidance Curriculum	_____	_____	_____
3. Individual/Small Group Counseling	_____	_____	_____
4. Consultation/Collaboration	_____	_____	_____
5. Coordination	_____	_____	_____
6. Assessment	_____	_____	_____
7. Adheres to Professional Standards	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Evaluatee's Comments: _____
_____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

To be signed after all information above has been completed and discussed:
Evaluatee: ____ Agree with this summative evaluation_____
　　　　　　 ____ Disagree with this summative evaluation   Signature   Date

Evaluator: _____
　　　　　　　　　　　　　　　　　　　　　　　　　　　　Signature   Date

Opportunities for appeal process at both the local and state levels are a part of Webster District evaluation plan.

Employment Recommendation to Central Office

_____ To Reemploy   _____ Not To Reemploy

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and local district plan.

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Administrators

Evaluation Standards & Forms

ADMINISTRATORS
EVALUATION STANDARDS AND PERFORMANCE CRITERIA

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators

1. **Vision**

   A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

2. **School Culture and Learning**

   A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

3. **Management**

   A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

4. **Collaboration**

   A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

5. **Integrity, Fairness, Ethics**

   A school administrator is an educational leader who promotes the success of all students by **acting with integrity and fairness, and in an ethical manner.**

6. **Political, Economic, Legal**

   A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

7. **Technology**

   A school administrator is an educational leader who promotes the success of all students by **using technology to support the school's instructional program; access and manipulate data; enhance professional growth ad productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.**

STANDARD 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

Performances — The administrator facilitates, processes, and engages in activities ensuring that:

3.1   knowledge of learning, teaching, and student development is used to inform management decisions

3.2   operational procedures are designed and managed to maximize opportunities for successful learning

3.3   emerging trends are recognized, studied, and applied as appropriate

3.4   operational plans and procedures to achieve the vision and goals of the school are in place

3.5   collective bargaining and other contractual agreements related to the school are effectively managed

3.6   the school plant, equipment, and support systems operate safely, efficiently, and effectively

3.7   time is managed to maximize attainment of organizational goals

3.8   potential problems and opportunities are identified

3.9   problems are confronted and resolved in a timely manner

3.10   financial, human, and material resources are aligned to the goals of the school

3.11   the school acts entrepreneurially to support continuous improvement

STANDARD 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances — The administrator facilitates, processes, and engages in activities ensuring that:

4.1   high visibility, active involvement, and communication with the larger community is a priority

4.2   relationships with community leaders are identified and nurtured

4.3   information about family and community concerns, expectations, and needs is used regularly

4.4   there is outreach to different business, religious, political, and service agencies and organizations

4.5   credence is given to individuals and groups whose values and opinions may ' conflict

4.6   the school and community serve one another as resources

4.7   available community resources are secured to help the school solve problems and achieve goals

4.8   partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

4.9   community youth family services are integrated with school programs

4.10   community stakeholders are treated equitably

4.11   diversity is recognized and valued

4.12   effective media relations are developed and maintained

4.13   a comprehensive program of community relations is established

4.14   public resources and funds are used appropriately and wisely

4.15   community collaboration is modeled for staff

4.16   opportunities for staff to develop collaborative skills are provided

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STANDARD 7: Technology
A school administrator **uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.**
Performances – The administrator facilitates, processes, and engages in activities where he/she:

7.1   operates a multimedia computer and peripherals to use a variety of software (Office'97, Word, Excel, email, internet)

7.2   uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans)

7.3   uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)

7.4   follows board policy, laws and regulations in the use of computers and technology in both professional growth plans, training provisions, attendance at technology training)

7.5   facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)

7.6   Demonstrates knowledge of the use of technology in business, industry, and society (e.g., power point presentations, budget spreadsheets, use of e-mail)

7.7   Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans)

Webster County Schools
Formative Evaluation Forms for Administrators

Observee:_____

Observer:_____   **Position**_____

⌐ ɔte:_____   **School**_____

Meets Standards (Consistent evidence of standard descriptors)   IN—Improvement Needed (Infrequent evidence of standard descriptors)

NS--Not Satisfactory (Standard descriptors are not evident)

Standard 1: Vision
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vison of learning that is shared and supported by the school community.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 2: School Culture and Learning
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 3: Management
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 4: Collaboration
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community leaders, responding to diverse community interests and needs, and mobilizing community resources.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

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WEBSTER SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative observations, products, performances, portfolio materials, professional development activities, conferences and other documents.)

Evaluatee _____   Position _____

Evaluator _____   Position _____

School/Work Site _____

Date(s) of Observations   1st _____   2nd _____   3rd _____   4th _____
Date(s) of Conferences   1st _____   2nd _____   3rd _____   4th _____

Ratings:

Administrator	Meets	Does Not Meet	Growth Needed
Standard 1: Vision of Learning shared and supported	_____	_____	_____
Standard 2: Instructional Program conducive to student Learning	_____	_____	_____
Standard 3: Management of the organization and resources	_____	_____	_____
Standard 4: Collaborates with families and community	_____	_____	_____
Standard 5: Exhibits integrity, fairness, and ethics	_____	_____	_____
Standard 6: Understands and responds to the larger, Political, social, economic, legal, and cultural context	_____	_____	_____
Standard 7: Uses Technology to support schools Instructional Program	_____	_____	_____
Overall Rating	_____	_____	_____

Failure to meet any one standard may be considered grounds for dismissal.

Evaluatee's Comments: _____
_____
_____
_____
(Additional Pages may be added)

Evaluator's Comments: _____
_____
_____

To be signed after all information has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation
          _____ Disagrees with this summative evaluation
Evaluatee Signature _____ Date _____
Evaluator Signature _____ Date _____

Employment Recommendation to Superintendent
_____ Meets administrator standards for re-employment
_____ Does not meet administrator standards for re-employment

Additional
Observation Methods
of Data Collection

ADDITIONAL METHODS OF DATA COLLECTION

Section 5 of KRS 156.101 provides for evaluation procedures and forms to be designed to foster professional growth. This regulation also provides encouragement and incentives for certified school personnel to improve their performance. To promote effective interpersonal, communication, and collaboration skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

PERFORMANCE, PRODUCT – RELATED EVIDENCE

Evaluator may require performance, product-related evidence/portfolio from the evaluatee demonstrating progress toward meeting standards.
Evaluator may require the following data to be collected for Formative/Summative purposes : Observations, Professional Development Activities, Portfolio Entries, Products, Units of Studies, etc.

Evaluatee may choose to develop or evaluator may require the evaluatee to develop a professional portfolio.

This may include:

Transcripts	Self-Assessments
Certification	Surveys
Job History	Formative Observations
Units Developed	Summative Evaluations
Writing Projects	Video Segments of Performance
Lesson Plans	Special Recognitions, etc.
Individual Professional	Use of Technology
Growth Plans	Computer Programs
Grants Written	Other work samples
Transformation Plan Goals	Individual Activities

WALK – THROUGH OBSERVATION DATA

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.
The Walk-Through observation forms will be utilized to collect periodic formative data related to teacher performance and patterns of instructional practice.

OTHER DATA COLLECTION OPTIONS

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, flexibility, assuming new roles.
Self-assessments: ratings completed by evaluatee on a particular performance and discussed in a post-observation conference.
Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

Standaras Based
Delivery of Instruction

Curriculum	Assessment	Instruction	Culture	Parents/ Students/ Community	Professional Growth	Leadership	Organization	Comprehensive Planning
Aligned to Core Content, Program of Studies	Multiple	Engages ALL	High Expectations	Communication	IGP/evaluation	Vision	Time valued	Comprehensive School
Rigorous	Authentic	Overview – What/Why	Attitude	FRYSC/RSC	Opportunities	Instructional leader	Ratio	Improvement Plan
Integrated	Clear expectations	Student centered	Discipline	ESS	Job-embedded	Manage	Resources	Lesson planning
Career	Formal/informal	Variety	Student talk	Volunteers	Ongoing	Orderly	Talents/expertise	Clear objectives
Standards	Questioning	Groupings	Respect	Work display	Coach/mentor	Safe	Student needs	Content rich
Reflected in plans	Student choice	Anchors	Feedback	Feedback	Instructional strategies	Engagement	Instructional materials	Learner focus
Posted	Aligned to Core Content/ Program of Studies	Organizers	Motivation	Info Posted	Needs assessment	Professional decisions	Stewardship	Engaging activities
	Varied		Risk free learning environment	Rubrics	Collaboration	Facilitator	Personnel	
				Individual Graduation Plans	Study groups	Technology		

Scripted notes:

WALK-THROUGH OBSERVATIONS FOR INSTRUCTIONAL PROGRAM

Teacher Name: _____

Grade Level/Subject: _____

Observer: _____

Dates

Curriculum

												Notes
☐ Aligned to Core Content/ Effective Schools/ Program of												
☐ Rigorous/Challenging												
☐ Integrated												
☐ Career/Life Links												
☐ Teacher References Standards												
☐ Reflected in Plans												
☐ Curriculum Posted												

Assessment

												Notes
☐ Formal/Informal												
☐ Good Questioning Techniques												
☐ Student Choice												
☐ Varied												
☐ Authentic												
☐ Open Response												

Instruction

												Notes
☐ Expectations Clearly Communicated												
☐ What/Why												
☐ Engages All												
☐ Student-Centered												
☐ Differentiation												
☐ Cooperative Groups												
☐ Anchor Activities												
☐ Time Well Used												
☐ Higher Order Thinking/Activities												
☐ Teacher Lecture/Demonstration												

Culture

												Notes
☐ High Expectations												
☐ Positive Attitude /Environment												
☐ Classroom Rules/Routines Evident												
☐ Purposeful Student Talk												
☐ Respect												
☐ Motivation												

Additional Comments

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Collaboration Walk-Through

E=Evidence, NE=No Evidence, NA=Not Applicable

Planning

Regular Education Teacher	E	NE	NA	Special Education Teacher	E	NE	NA
1. Lesson plan outlines core content	E	NE	NA	Lesson plan specifies accommodations related to specific goals	E	NE	NA
2. Learning goals identified/posted	E	NE	NA				

Differentiation Levels

	E	NE	NA
1. Same task...same level	E	NE	NA
2. Similar tasks...modified	E	NE	NA
3. Similar tasks...different levels	E	NE	NA
4. Different tasks...different levels	E	NE	NA
5. All students are not capable of participating	E	NE	NA

Teacher Activity

	E	NE	NA
1. Direct instruction	E	NE	NA
2. Hands on learning activity	E	NE	NA
3. Small group activity	E	NE	NA
4. Student discussion	E	NE	NA
5. Student presentation	E	NE	NA
6. Reading	E	NE	NA
7. Writing	E	NE	NA
8. Inquiry	E	NE	NA
9. Assessment	E	NE	NA
10. Knowledge-based activities	E	NE	NA

Student Activity

	E	NE	NA
11. Receipt of knowledge	E	NE	NA
12. Application of knowledge	E	NE	NA
13. Construction of knowledge	E	NE	NA
14. Knowledge based activities	E	NE	NA

Comments/Suggestions

Teacher Location

Regular Ed.				Special Ed.				Related Services				Instruct. Asst.			
Front of the room	E	NE	NA	Front of the room	E	NE	NA	Front of the room	E	NE	NA	Front of the room	E	NE	NA
Circulating	E	NE	NA	Circulating	E	NE	NA	Circulating	E	NE	NA	Circulating	E	NE	NA
With Student(s)	E	NE	NA	With Student(s)	E	NE	NA	With Student(s)	E	NE	NA	With Student(s)	E	NE	NA
Alone at desk or computer	E	NE	NA	Alone at desk or computer	E	NE	NA	Alone at desk or computer	E	NE	NA	Alone at desk or computer	E	NE	NA
Not in the classroom	E	NE	NA	Not in the classroom	E	NE	NA	Not in the classroom	E	NE	NA	Not in the classroom	E	NE	NA

Teacher Activity

Regular Ed.				Special Ed.				Related Services				Instruct. Asst.			
Direct Inst.	E	NE	NA	Direct Inst.	E	NE	NA	Direct Inst.	E	NE	NA	Direct Inst.	E	NE	NA
Leading Discussion	E	NE	NA	Leading Discussion	E	NE	NA	Leading Discussion	E	NE	NA	Leading Discussion	E	NE	NA
Supporting lead activities (overhead note-taking, demonstration, modeling, etc...)	E	NE	NA	Supporting lead activities (overhead note-taking, demonstration, modeling, etc...)	E	NE	NA	Supporting lead activities (overhead note-taking, demonstration, modeling, etc...)	E	NE	NA	Supporting lead activities (overhead note-taking, demonstration, modeling, etc...)	E	NE	NA
Facilitating learning	E	NE	NA	Facilitating learning	E	NE	NA	Facilitating learning	E	NE	NA	Facilitating learning	E	NE	NA
Monitoring student performance	E	NE	NA	Monitoring student performance	E	NE	NA	Monitoring student performance	E	NE	NA	Monitoring student performance	E	NE	NA
Reading to student(s)	E	NE	NA	Reading to student(s)	E	NE	NA	Reading to student(s)	E	NE	NA	Reading to student(s)	E	NE	NA
Providing accommodations	E	NE	NA	Providing accommodations	E	NE	NA	Providing accommodations	E	NE	NA	Providing accommodations	E	NE	NA
Engaged in learning activity	E	NE	NA	Engaged in learning activity	E	NE	NA	Engaged in learning activity	E	NE	NA	Engaged in learning activity	E	NE	NA

School:_____ Observer:_____

Walk-Through Observations for Instructional Program

CRITERIA: Please check appropriate descriptors (Check only descriptors that you observe)	
ACADEMIC PERFORMANCE	
Curriculum	**Comments**
☐ Curriculum posted for student access	
☐ Lesson plans list core content being taught	
☐ Lesson shows clear connection to standards	
☐ Links to life, career, continuing education evident	
Assessment	
☐ Expectations clearly communicated	
☐ Assessment embedded	
☐ Good questioning techniques demonstrated	
☐ Students routinely engage in self-reflection	
Instruction	
☐ Delivery engages ALL students	
☐ Communicates WHAT is being taught	
☐ Communicates WHY concept is being taught	
☐ Reviews skills, knowledge, concepts already in place	
☐ Addresses multiple learning styles	
☐ Provides for student choice	
☐ Instructional time is well-used	
LEARNING ENVIRONMENT	
Culture	
☐ Maintains high expectations for all students	
☐ Teacher exhibits positive attitude towards students	
☐ Students exhibit a sense of comfort	
Student, Family, Community Support Programs/Services	
☐ Volunteer/s in class	
☐ FRYSC/ESS available to students	
Professional Development	
☐ Growth plan readily accessible	
EFFICIENCY	
Leadership	
☐ Vision/Mission statement posted	
☐ Classroom is orderly/well-managed	
Organization	
☐ Instruction time is well-used	
☐ Class size is appropriate	
Planning	
☐ Teacher has copy of the comprehensive school improvement plan	

Physical setting: ✔ if observed

A. ☐ Student work displayed
B. ☐ Availability of materials
C. ☐ Adequate storage space
D. ☐ Furniture allows for grouping
E. ☐ Adequate space for activities

Activities in Progress: ✔ if observed

A. ☐ Lecture
B. ☐ Teacher Demonstration
C. ☐ Teacher/Student discussion
D. ☐ Student/Student discussion
E. ☐ Cooperative group activity
F. ☐ Students using technology

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Standards Based
Delivery of Instruction

Curriculum	Assessment	Instruction	Culture	Parents/ Students/ Community	Professional Growth	Leadership	Organization	Comprehensive Planning
Aligned to Core Content, Program of Studies Rigorous Integrated Career Standards Reflected in plans Posted	Multiple Authentic Clear expectations Formal/informal Questioning Student choice Aligned to Core Content/ Program of Studies Varied	Engages ALL Overview – What/Why Student centered Variety Groupings Anchors Organizers	High Expectations Attitude Discipline Student talk Respect Motivation Risk free learning environment	Communication FRYSC/RSC ESS Volunteers Work display Feedback Info Posted Rubrics Individual Graduation Plans	IGP/evaluation Opportunities Job-embedded Ongoing Coach/mentor Instructional strategies Needs assessment Collaboration Study groups	Vision Instructional leader Manage Orderly Safe Engagement Professional decisions Facilitator Technology	Time valued Ratio Resources Talents/expertise Student needs Instructional materials Stewardship Personnel	Comprehensive School Improvement Plan Lesson planning Clear objectives Content rich Learner focus Engaging activities

Scripted notes:

Preschool Site Visit

High child performance is more likely to be achieved in a quality preschool classroom through a strong and supportive environment for every child and high quality teaching and leadership from the administration.

KDE Visitor: _____   Date: _____

District: _____   Preschool Program Site: _____

Programming and Schedule – Quality Indicators	Yes	No	Not Observed/Notes	TA
Review written daily schedule: Schedule reflects a variety and balance of activities (active/quiet, large/small motor, group/individual, indoor/outdoor). Schedule reflects appropriate lengths of time: no more than 20 minutes in large and small group teacher-directed activity, no less than 45 minutes of learning center child-selected activity (half-day program). Children are not expected to sit quietly for long periods of time. ☐				
The following learning centers are available for use: *art, blocks, music, book/literacy, creative/dramatic play, science, math, woodworking, sand/water table, computer, other (list)* (Circle those observed.). ☐				
Children with disabilities are integrated into the group and participate in classroom activities (with adaptations as necessary). (May require question to an available staff member.) ✱				
Early literacy activities are emphasized throughout the environment and daily schedule. (May list examples observed.) **0**				
Physical Environment Quality Indicators				
Indoor classroom space is defined by learning centers and adequate space within the classroom is provided for the number of children present. ☐				
All play/learning materials and all furnishings are appropriately child-sized and physically accessible for the children in the classroom. ✱				
Most of the displayed material is individualized children's work or art. ☐				
Individual spaces are provided for: teacher workspace and children's storage of coats, backpacks, etc. (sufficient but does not infringe on children's play and learning space) ✱				
Outdoor play area is *fenced*, expressly designed for use by preschool children, is *adequately provisioned* and is *modified for special needs* children. (Circle each quality observed.) ✱				
Interactions				
Adults speak in a pleasing tone and in a manner that could be appropriately copied by children. ✱				
Children are encouraged to be actively involved in conversations and communicate with peers and adults. **0**				
Evidence of good communication techniques with parents. (Newsletters, bulletin boards, home visit schedules) Evidence that parents are utilized as volunteers and resources. ✱				
Staff members interact positively with each other. ✱				

Symbols for Kentucky Board of Education Goals: **0** = Goal 1: High Student Performance
☐ = Goal 2: High Quality Teaching and Administration
✱ = Goal 3: Strong and Supportive Environment for Each School and Child

THE LOCAL BOARD OF EDUCATION APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship). An additional member (who is a certified employee of the board) is appointed by the board of education.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund. The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be one year. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made 30 days after 1st instructional day.

The election shall be conducted by the District Contact Person using the following criteria:

> Open Nomination
> Secret Ballot
> One person/one vote
> All certified employees given the opportunity to vote

Panel members may seek training through the District Contact Person.

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated? _____

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

_____   _____
       Employee's Signature   ***Date***

RELATED PROCEDURES:

    03.18 AP.11, 03.18 AP.12

Review/Revised:04/08/02

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LOCAL BOARD OF EDUCATION APPEALS PANEL HEARING PROCEDURES

Pursuant to KRS 156.557, Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

1. Any certified employee may, within <u>ten (10) working days</u> of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan.

2. Upon receiving the request, the panel will schedule a **PRELIMINARY HEARING** to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. **Four (4) copies of all documentation to be considered in the appeal shall be available at one time. One copy for each of the committee members and evaluator/evaluatee shall be provided.**
The chairperson shall convene the hearing and explain procedures for the appeals panel hearing process. The evaluatee and evaluator may be represented by legal counsel to the panel if requested. The evaluatee has the right to determine whether the appeals panel hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After a clear explanation of the procedures and the evaluator and evaluatee are dismissed, the appeals panel shall remain and review all documents and formulate questions for the hearing.

3. Within three (3) working days, an **APPEALS PANEL HEARING** will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them.

4. A decision regarding their findings shall be presented to the superintendent within fifteen (15) working days of the filing of the appeal. The panel's recommendation must include one of the following:
   a. new evaluation by a second certified evaluator
   b. uphold the original evaluation
   c. remove the summative or any part of the summative from the personnel file

5. The chairperson of the panel shall present the decision to the superintendent for action within three (3) working days of the panel's decision.

6. Any evaluatee who feels that the **procedural** issues were violated may appeal to the Kentucky Board of Education. (Refer to outlined procedures)

KENTUCKY BOARD OF EDUCATION
EVALUATION APPEALS PROCESS

(KRS 156.101 – "Instructional Leader" Defined)

Section 7
* Department of Education shall visit school districts within the Commonwealth as needed to review and insure implementation of the evaluation system by the local school district. The department shall establish an appeals procedure for certified school employees for review of the judgmental conclusions of their personal evaluations.

(704 KAR 3:345 – Evaluation Guidelines)

Section 7 (1)
* Right to a hearing as to every appeal; and

Section 7 (2)
* Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

Section 7 (3)
* Right to presence of evaluatee's chosen representative

Section 8 (1)
* The local board of education shall annually review the evaluation plan to ensure compliance with KRS 156.557 and these administrative regulations.

Section 8 (2)
* If substantive changes are made to the evaluation plan, the local board of education shall utilize the evaluation committee... in formulating the revisions.

Section 8 (3)
* Examples of Substantive change include:
  (a)   Change in cycle;
  (b)   Observation frequency;
  (c)   Forms; or
  (d)   Appeals procedures.

Section 8 (4)
* Revisions to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9 (1)
* Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

Section 9 (2)
* The appeal procedures shall be as follows:
  (a)   The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.
  (b)   No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
  (c)   A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
  (d)   A decision of the appeals panel shall be rendered within (15) working days after the review.
  (e)   A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

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- CERTIFIED PERSONNEL -

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.

2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.

3. The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.

4. Records may be subpoenaed in cases where litigation occurs.

RELATED PROCEDURE:

03.18 AP.11

Review/Revised:08/05/02